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ABSTRACT

This document contains 21 presentations from a conference on business and marketing education. The following papers are included: "Microsoft Excel 2000" (Jeff Fuller); "Clueless in the Classroom? Hints To Help!" (Mary W. Evans); "A Strategy To Improve Narrative-Number Linkage in Business Writing" (Ellis A. Hayes); "Corporate View: Bringing Realism and On-Line Technology to the Business and Marketing Curriculum" (Marilyn Hornsby); "E-Commerce: Implications for Business in the 21st Century" (Hilary O. Iwu); "Business Education Trends in the New Millennium" (Thelma King); "Addressing Multiple Intelligences in the Business Class" (Thelma King); "A Survey of E-Mail Usage in Corporate America" (Ewuuk Lomo-David); "Globalizing Delta Businesses: Innovative Curriculum for a Multimedia Course" (Mary Jean Lush); "Business Education: Where Are We Going? How Will We Get There?" (Harry R. Moon); "North Carolina State University Department of Curriculum and Instruction: [Master's Degrees in Business and Marketing Education]" (Terrance O'Brien); "North Carolina State University Department of Curriculum and Instruction: Initial Licensure in Business and Marketing Education" (Cheryl P. Caddell); "Records Management Concepts Using Multimedia Toolbook" (Robert Price); "Preparing To Get on Board the 'ABC Train': Attacking VocATS to Improve Posttest Scores" (Selina Riley); "Overview of E-Commerce/E-Business and Its Implementation in the Business Curriculum" (Brenda Hayden Sheets); "Tools for Planning and Designing Web Sites" (Bonnie Skelton, Shelia Tucker); "Course Technology's Blackboard vs. HTML: Online

Instruction as It Advances into a New Millennium" (Shelia Tucker, Krystie Grubb); "Collaborative Learning in Business Communications: 'The Whole Picture'" (Sarah Wallace); "Strategies for Eliminating Stress for Classroom Teachers" (Clarence White, Randall Wells); "Student Designed Software Application Projects" (Patty Wike); "Perceptions of an On-Campus/On-Line and an Off-Campus/On-Line Information Processing Course" (Cynthia M. Willis, Randy L. Joyner); and "The Importance of Technical Competencies for Beginning Secondary Business Teachers in Virginia" (Paula R. Wood). (MN)

Moving Business and Marketing Education Into the 21st Century

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Raleigh, North Carolina**

February 18-19, 2000

The 17th Annual Atlantic Coast Business and Marketing Education Conference

Proceedings

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Off-Campus/On-line Information Processing Course

The Importance of Technical Competencies for Beginning Secondary
Business Teachers in Virginia

MICROSOFT EXCEL 2000

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Introduction

Spreadsheets are used in business and for educational purposes. In the business world, spreadsheets are used mainly for accounting. In education, spreadsheets are used for keeping track of grades.

What is a Spreadsheet?

A spreadsheet is the computerized equivalent of an accountant's ledger. As with the ledger, the spreadsheet consists of a grid of rows and columns that enables you to organize data in a readily understandable format. After you change an entry (or entries), the spreadsheet will, automatically and almost instantly, recompute all of the formulas. With a calculator and bottle of correction fluid or a good eraser, the same changes could also be made to the ledger. Herein lies the advantage of a spreadsheet—the ability to make changes and to have the computer carry out the recalculation faster and more accurately than could be accomplished manually.

Row and Column Headings

A spreadsheet is divided into rows and columns with each row and column assigned a heading. Rows are given numeric headings ranging from 1 to 65,536. Columns are assigned alphabetic headings from column A to Z, then continue from AA to AZ and then from BA to BZ and so on, until the last of 256 columns (column IV) is reached. The intersection of a row and column forms a cell; the number of cells in a spreadsheet equal the number of rows times the number of columns. Each cell has a unique cell reference; for example, the cell at the intersection of column A and row 9 is known as A9. The column heading always precedes the row heading in the cell reference.

Formulas and Constants

To create a spreadsheet, one goes from cell to cell and enters either a constant or a formula. A constant is an entry that does not change. It may be a number, such as a student's grade on an exam, or it may be descriptive text (a label), such as a student's name. A formula is a combination of numeric constants, cell references, arithmetic operators, and/or functions that displays the result of a calculation. You can edit (change) the contents of a cell by returning to the cell and reentering the constant or formula. A formula always begins with an equal sign. A formula may also include a function or predefined computational task, such as the AVERAGE

function. Excel contains a wide variety of functions that help you to create very powerful spreadsheets. Financial functions, for example, enable you to calculate the interest payments on a car loan or home mortgage.

Terminology

The terminology is important, and we distinguish between spreadsheet, worksheet, and workbook. Excel refers to a spreadsheet as a worksheet. Spreadsheet is a generic term; workbook and worksheet are unique to Excel. An Excel Workbook contains one or more worksheets.

Conclusion

Whether you are working in your business or keeping track of your grades in school, Excel spreadsheets are the way to go. Excel makes work easier and conserves time.

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CLUELESS IN THE CLASSROOM? HINTS TO HELP!

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Often times in classroom preparation a teacher has to create forms and have them information accessible when they are needed. In an effort to address this need, this session on "Clueless in the Classroom? Hints to Help!" will empower teachers with actual documents to help make their teaching day easier and more organized while maintaining quality documents. Ideas for the classroom will be shared. The variety of ideas presented should be helpful to new teachers and continuing teachers.

Each business teacher with Internet connections needs a contract signed by students. A sample of a classroom contract will be given on disk for later adaptations to individual needs.

A rubric for grading PowerPoint shows in Computer Applications will be included to help assess student work when a project of this size is finished. It also gives students a guideline of teacher expectations for grading. This could also be adapted to other projects.

When a new semester begins, it is difficult to begin entering information in the gradebook without multiple corrections later. A sample of a ten-day roll that can be used to record attendance at the beginning of the semester will be on disk.

A flyer about absences for the semester and a sample of a flyer for the school day schedule will be on disk for distribution to participants.

For teachers who are involved in mentoring, a computerized form of the FODA and FODI forms used in teacher observations will be distributed.

VOCATS is a major focal point of our curriculum. In an effort to address the need to constantly review the objectives, a PowerPoint show has been designed to help with reviews. Other guides can be made from this by simply copying the disk, substituting the new objective questions and answers, and then saving the file under a different name.

FBLA Competitive Events forms will be on disk to help advisers preparing for the competitive events. One student can be completed and printed and then the next student can be done. If desired, each student form can be saved under a different file name as backup documentation.

A disk of Fonts to be added to your computer is available for those teachers who are interested in adding additional fonts to their computers. Logsheets for the purpose of tracking student work, as students' key student guides from each VOCATS objective, will be distributed on disk. This gives teachers a grading rubric which incorporates responsibility on the student's part by keeping their study guides until they are checked periodically as they learn the stated objectives.

FBLA applications for those who want to apply for an office in the local chapter is a form to be used or adapted to individual chapter needs. This is an idea to help advisers in selecting

students to hold office for the upcoming year.

Travel forms and other forms that may be used repeatedly will also be included on disk for participants.

Other miscellaneous items will be included for discussion. A question and answer period will be included at the end of the session to include ideas from the audience.

A STRATEGY TO IMPROVE NARRATIVE-NUMBER LINKAGE IN BUSINESS WRITING

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Business writing instructors often stress the need for report prose to "stand alone" when describing graphics (in this context, numerical tables or charts) that are included. McClure (1998) found that quantitative material in graphics increases accurate reader handling of accompanying text. While the typical business communication course covers this increasingly important aspect of writing, I found its mastery to be lacking when my students were advised but not actually drilled prior to the preparation of a formal research report.

Integrated software has simplified the construction of graphic aids. However, the proper crafting of prose that enables graphics to enhance and supplement narratives remains a formidable challenge for business writers. Readers need more certainty in determining what is relevant in graphics. With proper linkage, readers can vary their extent of mental emphasis upon particular aspects of a graphic's data display. This is especially needed when considering causal inferences (Dibble, 1997).

The Graphic-Text Coordination Project

Early in the term, I take an interest inventory to help generate sources of graphic aids. Anything from the mundane to the exotic can suffice. Frequently used sources have originated in areas such as opinion polls, sports statistics, financial markets, census data, and business/marketing information. I then proceed with a multistage exercise with which the skills of graphic placement can be developed aside from the ordinary trappings of a full-scale report. As shown in Table 1, both critique and composition of a graphic-text repertoire are exacted from students.

Table 1

Progression of Graphic-Text Coordination Tasks

Activity Stage	Instructor Supplied	Student Composition	Student Critique
1) Complete graphic with accompanying text	XX		
Placement in relation to text			XX
Lead-in and introduction in text			XX
Graphic clarity			XX
Labeling, numbering, titles, legends,			XX
heads, notes, and sources			
Patterns and scaling			XX

Emphasis techniques in subsequent prose	XX	
· Work groups form joint suggestions for improvement		
· Instructor assesses the collaborative critiques		
2) Complete graphic without accompanying text	XX	
Textual introduction and lead-in	XX	
Further explanation and interpretation of the graphic subsequent to its placement	XX	
Graphic clarity		XX
Graphic patterns and scaling		XX
Graphic labeling, numbering, titles, legends, heads, notes, and sources		XX
· Work groups discuss individual compositions and critiques.		
· Instructor assesses the revised compositions		
3) Incomplete graphic without accompanying text	XX	
Fictitious but plausibly creative titles; plus labeling, numbering, legends, heads, notes, and sources	XX	
Plausible, complementary text for lead-in and introduction	XX	
Further explanation and interpretation of the graphic subsequent to its placement	XX	
· Instructor assesses the individual compositions		
· Excellent results displayed to class		

The stages involve incremental tasks of composing and critiquing that enable effective expression of combined graphics and narratives. Workgroups may be re-shuffled for any of the stages or pre-determined according to the instructor's sense of placement for optimal interaction and benefit.

Activity Stage 1: Critical Awareness

The first activity stage involves critical analysis of a complete graphic with accompanying text. The critique is a homework assignment that is discussed in workgroups of 3-5 persons in the subsequent class session. The major items for analysis include: placement in relation to text; lead-in and introduction in text; graphic clarity; labeling, numbering, title, legends, heads, notes, and sources; patterns and scaling; and emphasis techniques. From the information provided, students should be able to convey a concise, overall description of the graphic. They seek out the more noteworthy items or trends being depicted. They determine the extent to which the graph's title and headings adequately describe its contents. During the group session, students share impressions on the critical checkpoints of graphic/narrative integration. A collaborative statement on strengths, weaknesses, and suggestions for improvement is submitted from each group to me. Members of a given group receive a common assessment of their efforts in this activity stage.

Activity Stage 2: Displayed Understanding

In the second activity stage, the class receives complete graphics without any accompanying text. At this stage, instructor assessment shifts somewhat to the individual student. However, pupils retain the benefit of a group session to help refine their singular compositions, which include writing a textual introduction and lead-in for the graphic, plus further explanation and interpretation of the graphic subsequent to its placement. Students in small groups then collaboratively form the textual accompaniment for the graphic, using the submissions of individual authors for selection and refinement. At this juncture, critical thought is shifted from instructor-supplied information to student-supplied information. Students gain confidence from peer consensus in developing the skill. They learn from others while maintaining personal responsibility for development of the task.

Activity Stage 3: Adoption via Creative Application

The third activity stage of graphic-text coordination tasks is more open-ended, as well as dependent upon skills acquired at earlier stages. At this juncture, student input diversifies. In addition to composing all accompanying text to introduce, explain, and interpret a graphic, students now customize the core graphic itself. Because the drill involves fictitious representations of data, it is a good time to reiterate the need for accuracy in representing actual information. Students should be aware of the misperceptions that can occur when graphic scales are skewed, truncated, or otherwise distorted.

Indistinct graphic depictions are ill advised and should be diligently prevented.

Students are supplied with an incomplete graphic framework, consisting only of a data set. I use a variety of frameworks within the genres collected in the earlier interest inventory. Each pupil may then choose among a stratified sample of the frameworks. Having practiced graphic critique and prose composition, the students are prepared to creatively synthesize a package of plausible titles, descriptions, labels, and scales that effectively blend the graphic with clear and relevant prose selected to buttress it. Although this third activity stage is individually assessed, results—particularly the excellent ones—merit display and discussion for the benefit of the entire class.

Summary

Graphics challenge writers' descriptive and integrative skills. In business communication and report writing classes, I have found that overall formal report quality is noticeably enhanced when the aforementioned activities are used. Additional facets of the graphic-text relationship should be mentioned. For example, some graphics represent far more than the writer needs or intends to discuss in the report narrative. Such aids should be pared down or eliminated altogether. A graphic may be relegated to the report appendix, but no onus should be placed on the reader to view such material in order to understand the report body.

Many of the most frequently studied composition aspects of business writing can be practiced and enhanced by this exercise. Among those aspects are the following:

clarity	concise writing
sentence construction	good news conveyance
logical focus and flow	information placement
stating purpose	idea sequencing
completeness	word usage in context
transitional words/phrases	emphasizing significant points
justifying position	concrete language
paragraph structure	unfavorable news conveyance
correctness and ethical standards	coherence
relevant details	message organization
originality	persuasion techniques

With such an array of potentially detectable writing characteristics within the most eye-catching components of business reports, extra attention to narrative-number blending techniques is time well spent.

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CORPORATE VIEW: BRINGING REALISM AND ON-LINE TECHNOLOGY TO THE BUSINESS AND MARKETING CURRICULUM

Marilyn Hornsby
South-Western Educational Publishing
Cincinnati, OH

In an age of virtual offices, teamwork, and on-line business transactions, office procedures instruction is being reshaped and redefined. *Corporate View* is a series of products that focus on learning to communicate well, use the technology of the modern office, use the Internet and Intranet as office tools, and work in workgroup teams. The *Corporate View* series provides a realistic orientation to the corporate environment and to critical departmental functions. *Corporate View* students learn skills to be effective in a rapidly changing, interactive business world. Students will work effectively in on-site and virtual teams and will use new office technology. They will take advantage of integrated office suite software, learn about employment opportunities available in corporations, and see first-hand the activities that take place in major corporate departments.

Students must master three categories of skills to be effective in the online world of business:

- Workplace Know-how. Students must grasp the many ways employees, workgroups, departments, and specialized corporate teams work together.
- On-line Know-how. Students must become expert in the use of the corporate Intranet and the World Wide Web as essential tools to help gather, organize, and share information.
- Technical Communications Know-how. Students must master the methods of gathering, sharing and organizing information in an on-line workplace.

The *Corporate View* series will allow students to follow career paths in Corporate Communications; Marketing, Sales, and Customer Support; Finance and Accounting; Human Resources and Management; and Information Technology. Students are also introduced to activities that take place in the Legal Services Department and in Research and Development.

In *Corporate View Orientation* students become interns, or virtual employees, at Corporate View, the fictional name of a multinational corporation. Using the Intranet to conduct business, students work in teams, make decisions, send e-mail and memos, receive feedback, and more. Students also complete projects using Internet research, including links to the New York Stock Exchange and U.S. Census Bureau. Students use the corporate Intranet to locate information about Corporate View International Headquarters, visit the Corporate View Research Park, check out the Regular Features page, and use the company style guide pages as they rotate through the six strategic business units (divisions or subsidiaries) of Corporate View.

Corporate View Level 2 products provide a higher level continuation of the simulation with more advanced, hands-on work in individual departments. Level 2 students become entry-level employees and complete activities commonly performed in one or more of the seven mission-critical functions:

- Corporate Communications
- Marketing, Sales, and Customer Support

- Finance and Accounting
- Human Resources and Management
- Information Technology
- Legal Services
- Research and Development.

In *Corporate Communications, Level 2*, students learn to:

- Use multiple media to complete projects
- Master six essentials of technical communications
- Develop skills as corporate communications managers
- Design business documents for a professional, polished finish
- Use best practices in the workplace as they read about other professionals profiled in the book
- Create both traditional and on-line technical business documents, including business plans, process documents, and letters
- Use memos, fax, and e-mail appropriately to complete work
- Research and use the web as a business tool

In *Marketing, Sales, and Support, Level 2*, students learn to:

- Develop sales and support materials for sales forces
- Use skills that actual sales representatives use in the marketplace
- Research the Intranet and Internet to analyze competition
- Write a business proposal
- Use market data to position products for success
- Write advertising copy for print, television, radio, and the web
- Develop a press kit
- Develop storyboard-advertising concepts.

Corporate View can take students to a new level of learning. Visit Corporate View online today at www.corpview.com. The password is intern.

E-COMMERCE: IMPLICATIONS FOR BUSINESS IN THE 21ST CENTURY

Dr. Hilary O. Iwu, Associate Professor
Morehead State University
Morehead, KY

Introduction

A few times in a century, a new technology profoundly alters the competitive setting and provides the seeds of radical change (Brynjolfsson and Urban, 1999). In this century, that technology is the Internet. Internet is the network of networks. It is also known as the mother of all networks (Ryders and Hughes, 1999).

The Internet has brought along with it a new wave of shopping system known as electronic commerce, e-commerce for short. E-commerce is the buying and selling of goods and services on the web. In its broader sense, e-commerce is called e-business.

Problem

Internet fraud is on the rise. Businesses and consumers in the United States lose billions of dollars yearly as a result of Internet fraud. According to Internet Fraud Watch, operated by the National Consumers League, fraud complaints have increased 600 percent since 1997. This increase is the result of the rapid growth of e-commerce, which is estimated to yield over a trillion dollars by 2003 in the U. S. alone.

Purpose

The purpose of this report is to increase on-line shoppers' and vendors' awareness of the potential benefits and risks of on-line shopping in the 21st Century and to provide them with some basic e-commerce tips. With this in mind, this presentation has four main functions.

- A. To distinguish electronic commerce from the traditional commerce
- B. To educate the marketplace about the benefits of e-commerce.
- C. To underscore the economic security threats and control mechanisms
- D. To educate merchants about the need for visibility in the virtual marketplace.

Literature Review

The advent of sailing ships in ancient times, the more recent invention of the printing press, the steam engine, and the telephone all changed the way in which people conducted commerce activities (Schneider and Perry, 1999).

In electronic communications, banks have used EFTs (Electronic Funds Transfer) to move customers' money around the world. Businesses have used EDI (Electronic Data Interchange) to place orders and send invoices. Retailers have used television advertising to generate telephone orders for merchandise from the general public. None of these technologies could compare with the next generation of inventions—the Internet. The Internet is the most profound technological innovation, and E-commerce is its byproduct.

Origin of the Internet

In 1994 a young financial analyst and fund manager named Jeff Bezos became fascinated with the rapid growth of the Internet. He sat down and made a list of 20 products that might sell well on the Internet. After an intense analysis, he determined that books were at the top of the list. Five year later, his Amazon.com Internet book company had annual sales of over \$600 million! Since then, e-commerce has spread and cybershopping is netting over a whopping \$800 billion annually.

A. Traditional Commerce

The oldest form of traditional commerce was bartering, by which means products and services were exchanged. Eventually, bartering gave way to the use of currency as the principal way of making transactions. In traditional commerce, buyers use various search techniques: consult catalogs, ask friends, read advertisements, examine directories such as the Yellow Pages, or ask salespersons. After selecting a product and a vendor, buyer contacts the vendor by mail, telephone, or trade shows. A purchase transaction follows. The elements of the transaction include delivery date, shipment mode, price, warranty, payment terms, return policy, and product inspection logistics.

Businesses undertake the business process of market research, advertisement, and sales transactions. Transferring funds, placing and receiving orders, sending invoices, and shipping goods to customers are also parts of the process. Although e-commerce has increased the speed of delivery and dispersion of commercial products and services, there are certain things it cannot improve or change. Products that buyers prefer to touch, smell, or examine closely, such as high fashion clothing and perishable food products (meat or produce) are difficult to sell by electronic commerce.

Traditional Commerce Vs E-Commerce (Schneider and Perry, 1999)

Business Processes Well-Suited To:		
Electronic Commerce and Commerce	Traditional Commerce	Combination of E-commerce Traditional
Sale/purchase of books of and CDs automobiles	sale/purchase of high fashion clothing	sale/purchase
On-line delivery of banking software	Sale/purchase of perishable food products	On-line
Advertising and Roommate-matching promotion of travel services	Small denomination transactions	services
On-line tracking Sale/purchase of of shipments and products	Sale of expensive jewelry and antiques	investment insurance

FIGURE 1

B. Benefits of E-commerce

Firms are interested in E-C because, quite simply, it can help to increase profits. All the advantages of e-commerce for business entities can be summed in one statement: E-C can increase sales and decrease costs.

Benefits

For Companies:

1. It increases profits.
2. It increases sales.
3. Advertising can reach potential customers in every country in the world.
4. A virtual community if formed, not in the physical world, but on the Internet.
5. It decreases costs. Cisco Systems sold 72 percent of its computer equipment sales via the web, thereby avoiding handling 500,000 calls per month, for an annual savings of over \$500 million.

For Buyers:

1. Increases purchasing opportunities
2. Provides competitive bid information
3. Increases speed and accuracy of information
4. Reduces costs
5. A wider range of choices are available
6. Some products such as software, audio clips, or images, can be delivered via the Internet
7. Society derives benefits
8. Electronic payment of tax refunds, public retirement, and welfare support costs less to issue
9. Electronic payment is more secure and faster
10. E-payments are easier to control than checks, which can help protect against fraud and theft losses
11. You can work from home
12. It reduces commuter-costs and traffic jams
13. It's environmentally sound—reduces pollution
14. Distance education has emerged

Disadvantages of E-Commerce

1. Some business processes, such as perishable foods, and high-cost items such as jewelry or antiques, may be difficult to inspect from a remote location
2. E-commerce is new and some people are slow to adapt to change
3. Technologies are changing so rapidly that keeping pace with change will ultimately become too costly
4. There is employee turnover, as many skilled employees leave to start their own businesses or for higher salaries
5. Many companies face cultural and legal impediments to e-commerce
6. There is the difficulty of integrating existing databases into the software that enables e-commerce
7. Some consumers are still fearful of sending their credit card numbers on the Internet
8. Other consumers are simply resistant to change and are uncomfortable viewing merchandise on a computer screen
9. Internet laws are confusing and conflicting

C. Electronic Commerce Threats

Earlier, in 1999, a 30-year-old from Aberdeen, N. J., sent an e-mail to someone he knew and

stated: "Here is the document you asked for ... don't show anyone else." When the user opened the mail, the Melissa virus proliferated quickly throughout computer systems in the Eastern United States, shutting down company systems including Microsoft and Lucent Technologies, and costing billions of dollars in damage (Abreu, E. M., 1999). Hundreds of other E-C threats occur weekly.

Three assets that must be protected to ensure secure electronic commerce include 1) client computers, 2) the messages travelling on the communication channel, and 3) the web and commerce servers.

Tips for Safe On-line Shopping

1. Know your merchant. Find the company's physical location.
2. Find out refund and return policy.
3. Protect your Internet passwords.
4. Protect your privacy. Only provide your credit card or social security information on-line in a secure environment. Secure environments are marked by:
 - a. <https://...> in the Uniform Resource Locator box.
5. Keep accurate records.
6. Know your consumer rights.



Companies participating in the BBBOnLine Privacy Program meet rigorous privacy principles and must post the privacy seal, like these two above, on their e-commerce web sites.

D. Visibility

In the Virtual Marketplace, related findings in this section will also be presented.

E. Conclusions

The Internet is the best invention for the human race since the printing press and the telephone. E-commerce is the Internet's "by-product." Currently, generating \$180 billion annually, e-commerce is predicted to generate even more than a trillion dollars by 2003. As in the traditional markets, there are hundreds of thousands of thieves shopping the cyberspace.

Consumers and vendors should beware.

F. Application

Check out the following web sites for educational values.

Your local BBB: www.bbb.org/buresus

Government: www.consumer.gov

If you want to know something about a company: www.whois.net

Direct Marketing Assn: www.the-dma.org

Federal Trade Commission: www.ftc.gov

National Fraud Information Center: www.fraud.org

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BUSINESS EDUCATION TRENDS IN THE NEW MILLENNIUM

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Business teachers are challenged to prepare students to become active participants as workers and consumers in a global society. They must become change agents. Business teachers lead by example; hence, demonstrating flexibility, committing to lifelong learning, remaining informed, equipping them with knowledge for and about business, and collaborating with business partners (Austin & Willis, 1997).

Specific challenges to business educators in the 21st Century, according to McEntee (1999), include:

- Creating a thinking curriculum
- Providing opportunities for real-world learning
- Matching teaching styles with learning styles
- Adopting roles as knowledge facilitators and mentors
- Using technology as a tool
- Fostering global thinking

Creating a Thinking Curriculum

Within our technologically changing global society, business educators must consider how people learn. Active learning is encouraged, while life long learning is essential. Business educators must take the lead by ensuring that the curriculum reflects current and future needs of students. The business education curriculum should be viewed as fundamental to the total school curriculum. Emphasis should be placed on global learning, research skills, ethics, cultural perspectives, diversity, collaborative learning environments, and electronic communities of learning. Educators can link business and academic courses by pairing courses and integrating course content.

Providing Opportunities for Real-World Learning

School-to-work programs will be used to link classroom learning and workplace skills, thus providing an environment for business teachers to collaborate with academic teachers, administrators, counselors, and employers to coordinate the program.

Virtual learning environments (VLE) will be used in education to provide context and experiential learning at a reasonable cost. Such laboratories allow students to conduct

experiments and make observations that have physical limitations.

Matching Teaching Styles with Learning Styles

Teaching methodologies will be updated to include:

- Rubrics
- Cooperative learning (T.E.S.A.)
- 4 MAT Learning
- T-charts
- Teaching, Expectation and Student Achievement
- Multiple Intelligences

Adopting Roles as Knowledge Facilitators and Mentors

Teachers' roles will change from that of information disseminator to technology coach and information facilitator (Ramey and Barton, 1997). They will be responsible for teaching students to be self-taught in preparation for a lifetime of learning. The National Commission on Teaching and America's Future has recommended spending \$4.8 billion to fund mentoring supports and other recruitment and retention measures (Glen, 1999).

Using Technology as a Tool

Emerging technologies will impact how and where business takes place. Some of those technologies include conversion of data to digital format, data compression, computers as multifunctioning telecommunication appliances, use of silicon brains, fuzzy logic, expert systems, neural networks, data mining, object programming, digital documents, authenticated digital signatures, groupware, interactive documents, smart cards, and more.

New technologies will be developed around a learner-centered-model. Emphasis will be placed on learning via computers. Multimedia will be used to replace contact in laboratories and to provide employee training.

Students must become proficient in various technologies in order to acquire instant access to information via the Internet, facsimile, cell phones, and wireless modems. Teachers are challenged to use technology not only to accomplish teaching goals faster, but also to teach students how to use technology to study subject matter in greater breadth and depth. Education must constantly be reengineered to adapt and keep up with changing technology.

Key information technologies that will reshape occupations of the 21st Century are computer networks, imaging technology, massive data storage, and artificial intelligence. New educational structures will emerge. One format is that of the Virtual Education Environment (VEE). Institutions will provide a full range of educational services to students anywhere in the world who have access to supporting technology. Studies have indicated that there is no significant difference in distance and conventional learning (Moore & Kearsley, 1996); hence, distance learning will be utilized to allow more students in far away and isolated areas to receive instruction.

Fostering Global Thinking

Students will be able to access global information networks via computers and unlimited library collections. Expanded business activities and operations will allow students to gain a worldwide perspective of customs, products, and operating procedures. Technology will allow information and cultural influences to travel quickly worldwide; therefore, values will be transferred along with the information. The economic, cultural, legal, technological and human relations skills that business teachers teach can provide the foundation for global business instruction. International business content can be integrated into existing business courses.

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ADDRESSING MULTIPLE INTELLIGENCES IN THE BUSINESS CLASS

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All students enter schools with unique learning abilities. They are smart in many ways and learn in different ways. Teachers have a responsibility to reach all students and to develop their diverse learning styles by varying teaching strategies and learning experiences. Course content should be accessible to all students thus granting all an equal opportunity to excel.

Howard Gardner (1983) wrote a book entitled, *Frames of Mind: The Theory of Multiple Intelligences*. He identified eight different ways that people are considered smart and called them intelligences. Multiple intelligence is one way to celebrate the uniqueness and diversity of students. Gardner's theory tells us that intelligence is not fixed or unitary.

Teachers should constantly modify methods of presentation while combining the intelligences in creative ways. Table 1 lists Gardners' original seven intelligences along with activities, teaching materials and instructional strategies (Armstrong, 1994). The eighth intelligence, Naturalist, is not included in the Armstrong table.

Table 1: Summary of the "Seven Ways of Teaching"

Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	Lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	Books, tape recorders, typewriters, stamp sets, books on tape, etc.	Read about it, write about it, talk about it, listen to it.
Logical-Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think critically about it, conceptualize it.
Spatial	Visual presentation, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	Graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library, etc.	See it, draw, visualize it, color it, mind-map it.
Bodily-Kinesthetic	Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	Building tools, clay, sports equipment, manipulatives, tactile learning resources, etc.	Build it, act it out, touch it, get a "gut feeling" of it. dance it.
Musical	Superlearning, rapping, songs that teach	Tape recorder, tape collection, musical instruments	Sing it, rap it, listen to it.
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	Board games, part supplies, props for role-plays, etc.	Teach it, collaborate on it, interact with respect to it.
Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem-building, etc.	Self-checking materials, journals, materials for projects, etc.	Connect it to your personal life, make choices with regard to it.

1. Teachers should take the Multiple Intelligence Inventory for Adults so that they know where their strengths are and administer the Checklist for Assessing Students' Multiple Intelligences (Armstrong, 1994) to rank the ways their students learn. The results will enable teachers to select more meaningful materials and activities for their students.
2. Engage students in a cooperative learning activity such as the think-write-RoundRobin wherein teams of students think, write, and discuss ideas. The objective for the class could be posed in the form of an essential question. Students record their answers. Students discuss answers with team members. The team leader shares the team's best answer with the class, and the class ranks and votes on the overall best answer. This activity engages linguistic, intrapersonal, interpersonal, and logical-mathematical intelligence.
3. Provide opportunities for students to engage in open-ended assignments. Often teachers assign a major project for students to complete each semester. In a business class, that project may be a career project. Students research and report on the business career of their interest. Students decide on how they will present the information to the class. Examples of formats of final projects and the intelligence(s) demonstrated include:

➤ Play/Skit	linguistic and bodily-kinesthetic
➤	
➤ Oral presentation with Power Point	interpersonal and linguistic
➤	
➤ Written research paper that compares and contrasts various business careers	linguistic and logical mathematical
➤	
➤ Multimedia presentation incorporating Sound	spatial and musical
➤	
➤ Written research report with career collage	linguistic and spatial
4. The various software applications programs used in the business class reinforce various intelligences (Keying In, 1997, November).

- | | |
|--|------------------------------|
| ➤ Creation of and formatting documents | linguistic and spatial |
| ➤ Spreadsheet and database analysis | logical-mathematical |
| ➤ Creation of multimedia presentations | musical, spatial, linguistic |
5. Select music can be played in the keyboarding class to help students establish rhythm during skill building drills. Background music can be played in other classes.
 6. Encourage students to create chanting rhymes as mnemonic aides (musical).
 7. Engage students in team/group competitive activities (interpersonal and bodily kinesthetic).

Multiple intelligences add variety and interest to teaching and learning. Teachers are limited only by their imaginations in the types of exercises and activities that can be developed to reach all students. Opportunities also abound for interdisciplinary endeavors.

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A SURVEY OF E-MAIL USAGE IN CORPORATE AMERICA

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America was astir when in an effort to improve speed of delivery of messages, Pony Express delivered a message from St. Joseph, Missouri to Sacramento, California within 10 days instead of the normal 24 days (Peeples, 1982). Humanity has come a long way from hackneyed and delayed form of message deliveries to the present system of instant deliveries. When Alexander Bell received a patent in 1876 covering the electrical transmission of speech for the telephone, little did we know that the lines that carried voice will today carry data in the form of messages (Pierce, 1981). The invention of the telephone is the ancient precursor of the email and Internet.

E-mail cannot be discussed in isolation of the Internet. The two inventions are intertwined. The origins of e-mail are traceable to 1971, when Ray Tomlinson transmitted a message from one Digital Equipment Corporation (DEC) PDP 10 computer to another. In order to separate the name of the user from the name of the computer, Tomlinson chose the "@" sign.

Credit should also go to the Defense Department's Advanced Research Project Agency Network (ARPANET) in 1958 whose duty was to link computers together in order to transfer files from one location to another in response to the Soviet Union's launching of Sputnik I in 1957. This computer connectivity gave rise to other endeavors. The arrival of the Internet and its ultimate success is attributable to Vinton Cerf and Robert E. Khan, the architects of TCP/IP (Transmission Transfer Protocol/ Internet Protocol). TCP/IP are computer programs that make possible easy transmission of information over the net. It is estimated that 7.3 billion messages are transmitted daily. Almost 85% of all Internet communication activity are e-mail. (Harper, 1999).

Now that e-mail and the Internet are in place in the world, let us see how these new technologies are being used in the workplace.

E-mail Policies

As a way of insuring that workers did not waste employer resources and time while at work, employers had guidelines and policies that guided employees on how to use work telephones and mails. Guidelines were in place to ensure that employees did not abuse company equipment and materials. These guidelines and policies have today been expanded to include electronic mail usage and the whole of the Internet. Since several companies have instituted Internet use policies, employees should know their rights and limitations. The program director of Electronic Frontier Foundation (EFF), Stanton McCandlish, suggests that companies create clear and concise policies that emphasize what employees can or cannot do on the job. By clearly delineating these do's and don'ts, employees do not have to be terminated and new ones hired because of slovenly written policies. Employers must remember that because employees work together in close proximity, physically or electronically, relationships are bound to occur. Some of these relationships can be positive for both employer and employee by the mere fact that they improve morale. Any policy, e-mail or otherwise, that seems to stifle morale among employees is bound to be counterproductive to company growth. Companies should therefore acknowledge that some amount of

employee privacy is necessary to encourage electronic communication. Any policies regarding e-mail usage should address types of messages transmitted (cantankerous or non-cantankerous), (political or nonpolitical), (religious or non-religious), distasteful humor or messages of malicious intent. Companies should display conspicuously all e-mail and Internet policies for all employees. It is also incumbent on companies to train employees on e-mail usage and also explain to them that the content of anything sent on the network has no attribute of privacy. Employees on their part should understand that sensitive company information such as strategic plans and formulas should not be discussed on electronic mail with any person (Nicefaro, 1998).

Employees must be aware of the implications of using e-mail or the Internet at work, stated McCarthy (October, 1999). Messages sent on e-mail are not private and can fuel lawsuits. Employees should be cognizant of the fact that unauthorized or authorized downloads can clog up the networks and possibly violate copyright laws and intellectual property rights. Employers should create a situation that always keeps employees informed of the right of the employer to monitor employees' activities regarding the Internet and computer usage. One way of keeping employees constantly reminded of these policies is to have the message built into a screen saver so that when computers are turned on the messages appear instantly. Wasch (May 1997) concurs with McCarthy that e-mail policies should be made available to employees every time they access the network. He also contends that employers should have employees sign an undertaking agreeing to the company's e-mail policy. The policy should generally include "privacy rights of employees, liability of employer for employee Internet use, and protection of employer's confidential information" and that company time should not be wasted on non-company business.

Leinfuss (August 19, 1996) stresses that because of the dynamic nature of the Internet and e-mail technology, the ability to appropriately monitor employee use of this technology is a difficult activity. If not regulated, workers may use company time for personal and private endeavors and may even snoop at other employees' e-mail messages as well as compromise company confidential information and resources. While companies have a right to protect themselves by having access to employee e-mail and Internet activities, they should also make the policy available to all employees. If any piece of company information is considered critical to the survival of the company an encryption policy can be instituted following a risk analysis.

To show that wrong use of the Internet and e-mail at work is viewed seriously by employers, Wagner spelled out the following: "Employees are under a misapprehension that the First Amendment applies in the workplace -- it doesn't. Employees need to know that they have no right of privacy and no right of free speech using company resources." Recent occurrences in some companies have created a wakeup call. At Pacific Northwest National Laboratories, Richland, Washington, 98 employees were seriously reproached for using company computers during work to view pornographic materials. K-Mart Corporation in Troy, Michigan, relieved its Webmaster of his duties because he linked his homepages and company pages to a site that entertains pornography. Scandia National Laboratories, Albuquerque, New Mexico, reprimanded 64 employees for reading pornography on company time and their own time. At 3M a policy has been instituted that succinctly states that web usage is only for company business purposes (Mitch, Feb. 1996).

The following selected companies have detailed Internet Policies

Chase Manhattan
Bank
Johnson Controls,
Inc.
Monsanto
Company
K-Mart
Corporation
3M

Pioneer Hi-Bred International, Inc
Scandia National Lab.
Pacific Northwest National
Laboratories
Alcoa
GTE

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GLOBALIZING DELTA BUSINESSES: INNOVATIVE CURRICULUM FOR A MULTIMEDIA COURSE

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Introduction

For decades, businesses and industry have used multimedia techniques to enhance consumer understanding and, ultimately, sell their goods and services. Presenters supplemented their static, one-dimensional presentations with separate media (handouts, overheads, nonverbal gestures) to reinforce their points. As technology advanced and the capability to develop electronic presentations evolved, so did the tendency to include interactive, multidimensional elements in an effort to attract audience attention, instill a desire in the audience to know more, and help the audience understand the message.

Over time, combining many types of media—text, pictures, video, sound, and animation—into one single package and including the capability for interactivity has become the norm (Lewis, 1997). Feldman, a multimedia consultant, defines multimedia as the seamless integration of text, sound, images of all kinds, and control software within a single digital information environment (In England & Finney, 1999). Feldman's definition confirms that multimedia is essential in creating slick electronic presentations and homepages, which can convey information in various environments—in the classroom, in the boardroom, or across the World Wide Web (WWW).

Further, today's global economy mandates not only that businesses have high-performance, technologically proficient workers functioning comfortably in collaborative and diverse environments, but also a strong technological presence on the World Wide Web. Such a web presence suggests to potential customers (even if only subliminally) the perception that the company is technologically on the *cutting edge* (Douglas, 1944) and, therefore, worthy to be considered for business transactions. Further, the professional appearance and ease of navigation of the web site can greatly facilitate e-commerce and, ultimately, growth of the organization's market share.

Administrators and educators are faced with diverse and difficult technical and pedagogical challenges if they are to keep pace with and satisfy technological needs of business and industry. Discussion of a multimedia applications course designed to incorporate what could be considered the most revolutionary innovation since the printing press, follows. Additionally, the marriage of technology and real-world clients generates a value-added effect, which provides enhanced marketability and workplace effectiveness for graduates. Regardless of discipline, educators who believe technology can improve content delivery and students' capacity to learn and retain, and who also wish to add value for students taking their courses, should find the discussion of this technology-rich, client-based curriculum interesting.

Client-based Multimedia Course

Objective

Teachers of multimedia traditionally use various educational multimedia simulation tools or have students create their own personal web pages. While such in-class activities offer students adequate experience working with multimedia elements, they do not provide that real-world ingredient essential to learning transfer into the workplace. One objective for this graduate class was to add value to the learning experience through interactions with actual clients.

Delivery

Therefore, it was decided to forgo simulations and to use real-world, real-time clients to infuse energy, relevance, and added value into the learning process. Delivery of such student-driven curriculum mandates that the teacher take a facilitating role and requires students to assume responsibility for the learning processes (technological competency, time- and project-management, interpersonal communication) involved in successfully undertaking and completing not only the client-based project, but also all other ancillary course requirements. With this in mind, a multimedia applications course was developed which incorporated experiences that would enable students to acquire the conceptual background and on-line skills necessary for achieving competency in developing and producing client-driven, innovative, technology-rich, multimedia projects.

Client-Driven Projects

Project Concept. The teacher helped students understand design concepts for interactive materials to be viewed on a computer screen. An awareness of the interrelation of composition and presentation to the student's understanding and motivation was emphasized, as well as the fact that people are less experienced functioning in the virtual world. Therefore, students were instructed that web site designers, specifically, must remember to incorporate user-friendly, graphical user interface (GUI) design elements, such as metaphors, direct user manipulation, feedback dialogue, consistency and perceived stability, and aesthetic integrity.

Students were required to contact a client, determine client needs, conceptualize the project, submit a project proposal designed to meet those needs, use project-management techniques to develop the project prototype, obtain client approval, and demonstrate the final product to both the client and the class. Further, if clients' technological knowledge and/or skills were inadequate, students were required to educate their client(s) to ensure that in-house use and maintenance could be easily accomplished. Clients wanted students to create web pages, electronic presentations, brochures and other promotional materials, or a combination of these media.

These projects added value to the learning environment for both clients and students. Clients enjoyed receipt of a quality product for no or minimal cost. Students involved in developing the projects had opportunities to apply technological concepts and skills learned in the classroom to actual work-place situations. Another important benefit of this curriculum was

students' ability to include a real-world experience notation on their resumes.

Project Evaluation

Projects were evaluated by student peers, the clients, and the teacher. Peer evaluation was not used in actual project grade calculations but provided excellent feedback for project developers. Both client (20%) and teacher (80%) evaluations were used in calculating the project grade.

Further, clients and students responded to an instrument designed to gather information relating to their perceptions of the project's usefulness in providing opportunities for effective transfer of classroom concepts to the workplace. Survey findings indicated that the majority of students (n=54) perceived that the project had *high* (47%) or *extraordinary* (21%) value in preparing them for the workplace. Only two percent indicated that the project provided *minimal* value. While most client respondents (n=22) indicated that the project's workplace value was *high* (49%) or *medium* (36%), a few perceived the project as having potential for *extraordinary* (5%) or *minimal* (3%) usefulness in the workplace.

Conclusions/Recommendation

Critics of technology-intensive models of course delivery worry that it decreases the interaction between students and faculty. To the contrary, encouraging students to interact not only with the technology, but also real-world clients, has the potential to raise the level of teacher/student interaction, as well as to build students' confidence in their ability to succeed both in the classroom and the workplace. Further, such curriculum-generated interactions among clients, students, and teachers provide opportunities for valuable input about specific knowledge and skills business/industry require of graduates. Because of positive feedback from student and client project evaluations, the value-added nature of the project is validated, and it will continue as an integral component of this multimedia course. Additionally, it is recommended that similar projects integrating client, student, and technology be incorporated into other graduate courses, as appropriate.

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BUSINESS EDUCATION: WHERE ARE WE GOING? HOW WILL WE GET THERE?

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In order to understand where we are going, it is necessary to take a brief look at our past. As business educators, we have had a gloriously successful past that was characterized by well-defined objectives, job-related courses with emphasis on business practices/skills, graduates that were sought after by employers because of their high level of skill, and well-defined relationships with local employers.

Where are we going?

The educational delivery system in which we function is changing:

First, we are seeing the introduction of keyboarding and software applications and the use of the Internet in elementary schools, and this is necessary if we are to provide students with the skills and understandings they need in the Twenty-first Century.

There is now and will continue to be an almost overwhelming emphasis on constantly changing technology. It has been said that changes in technology in the next five years will be the most complex we have seen to date.

The demographics of our student body are changing very rapidly. The United States Department of Labor projects that the 2000 census will show a tremendous change in the makeup of the US population as follows: Asian population -- increase of 107.8%, Hispanic population -- increase of 53.6%, Native American population -- increase of 37.9%, African American population -- increase of 13.0%, Caucasian population -- increase of 6.0%. (It is estimated that by 2005 the Hispanic population will be the majority population in the US.) While such diversity provides rich cultural opportunities, it also means that various groups come into the educational system with preset understandings and expectations of what education should be about. Managing to provide an educational environment where these expectations can be met will be a big challenge.

We are seeing more and more emphasis on education across the curriculum. This process emphasizes the importance of all subjects in the curriculum as they relate to the whole curriculum rather than individual subjects taught in isolation. While most educators accept the fact that this change is necessary and desirable, they need to understand that it will require an entirely new mindset about classroom instruction.

There is more emphasis on school to career with special emphasis on working with employers and the local business community as a part of the educational experience. Finally, there is less emphasis on what have been some of the traditional business education skills.

How will we get there?

As business educators we need to take a proactive stance in working with all curriculum content areas to develop technology skills. That involves listening to what other educators are trying to accomplish and helping them to meet their objectives. We need to broaden our focus so we are thinking in terms of global education. This is essential as the world grows smaller in

terms of people communicating and working together. While this seems like an easy task, the process is extremely complex when providing meaningful educational experiences for students.

As business educators, we need to redefine our objectives at all levels of education to be certain that we are providing the most meaningful and up-to-date learning experiences for our students. Perhaps this will include a change of name that will more clearly define who we are and what we do. Perhaps it will involve merger with other established educational organizations with goals and objectives similar to our own, so we can strengthen our position with larger numbers.

We must also be constantly prepared for changes in technology and procedures and reflect those changes in our classroom teaching strategies. This can be done in more partnering with business and industry and more practical, global business applications. (This need gives new meaning to the term lifelong learning!) In some high schools around the US, a program called Virtual Business is being used. In this program, students actually operate and manage a variety of businesses. As part of the program, students conduct business activities with other high school students around the world, as they gain valuable skills essential to living effectively in a multi-cultural society. (The New York City Public Schools have such a program, which is managed by Iris Blanc, business educator.)

We need to help our students to achieve. To achieve, students need to feel that they are important, so we need to know them individually and call them by name. The curriculum we teach is getting more complex by the day, so we need to be certain that we prepare carefully and completely for every class. By doing this we will focus instruction on the issues that are critical and not waste valuable instructional time. We also need to have positive expectations of our students. We should expect students to: attend every class session, be in class on time, be prepared for class, and participate in class activities. It is also essential for educators to recognize and reward student achievement. (Be careful not to embarrass students--particularly older students--as you do this.) Teachers need to be appropriate mentors; they need to look and act like professionals. Teachers need to be demanding, fair and consistent. They also must be certain to cover course material completely so students will be properly prepared for the next step in the educational process. Teachers need to help students to prepare for tests and quizzes so they will be successful. (Never give a "pop" test or quiz!)

Finally, teachers need to be alert to what is going on in their classes. When they see behavior that is anti-social or unacceptable, they need to report the situation to someone who can provide guidance and help to students.

**NORTH CAROLINA STATE UNIVERSITY
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Description of Program

Master's Degrees in Business and Marketing Education are designed to further prepare qualified business and marketing educators for career roles in the profession. They are designed for students who have already developed competence in business and marketing, hold a teaching license in Business or Marketing Education, or are experienced in business and industry. Enrolling students should have academic preparation in business/marketing and education and sufficient related work experience in business or marketing occupations to qualify them for teaching licensure or employment in business and industry. The master's degrees require completion of a Departmental core, professional courses in Business and Marketing Education, electives, and graduate business courses. The traditional areas of specialization for persons completing a concentration in Business and Marketing Education are (1) master teacher, (2) administration/supervision of a Business and Marketing Education department or program, or (3) training/consulting in business, marketing and sales.

This Master's Program in Curriculum and Instruction allows study toward either the Master of Education or Master of Science degree. The Master of Science degree in Business and Marketing Education requires a minimum of 39 semester hours of course work including the development of a thesis. The Master of Education degree allows for wider latitude in the choice of course work. It requires a minimum of 36 semester hours and does not include a thesis. The requirements for Advanced Licensure (formerly G level) in Business or Marketing Education can be met through either the Master of Education or Master of Science degree.

Educational Objectives of the Program

The goal of the concentration in Business and Marketing Education at North Carolina State University is to contribute to the growth and quality of Business and Marketing Education in secondary and postsecondary educational institutions and in business and industry. This is accomplished through the professional development of business and marketing educators, the encouragement of program and curriculum improvement in Business and Marketing Education, and the development and dissemination of research. The broad program objectives are:

1. To prepare educators for leadership positions in Business and Marketing Education in North Carolina and elsewhere.
2. To provide specialized development for critical roles in Business and Marketing Education including master teacher, local and regional supervision and administration, and business/industry instructional and administrative roles.
3. To increase the quality of Business and Marketing Education through integrated study of

the discipline of business and marketing and the principles, theory, and philosophy of Business and Marketing Education.

Persons completing the Master's degree concentration in Business and Marketing Education will be able to:

1. Integrate the theory and practice of business and marketing into Business and Marketing Education programs, activities, and services.
2. Evaluate existing Business and Marketing Education program and develop strategies for improvement.
3. Plan and manage effective instruction and curriculum development.
4. Analyze research in business/marketing and Business and Marketing Education and implement appropriate findings.
5. Conduct rudimentary research directed at problems at the local and state levels.
6. Provide professional support for persons entering the Business and Marketing Education profession.
7. Serve in consulting and service roles to improve the availability and quality of Business and Marketing Education for individuals, organizations, and businesses.
8. Assume leadership roles within the professional structure of Business and Marketing Education.
9. Supervise and administer Business and Marketing Education programs in education and business.
10. Apply strategic planning to determine the need for and to design, specific Business and Marketing Education courses, programs, and services for specific clients/students.
11. Increase the level of support and commitment for quality Business and Marketing Education.

Admission Requirements

The Business and Marketing Education program is administered within the Department of Curriculum and Instruction, and the established admissions requirements for that department apply. Department of Curriculum and Instruction admissions requirements for the master's degree programs include:

1. Graduate School application
2. A Bachelor's degree in business, marketing, Business or Marketing Education, or related area from an accredited college or university with a GPA of at least 3.0
3. Two official copies of all college or university transcripts
4. Scores from either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT)
5. Statement of 500-800 words describing career goals and rationale for pursuing a graduate degree in Business and Marketing Education.
6. Three references evaluating the candidate's abilities for graduate study
7. Interview by department, if deemed appropriate

Curriculum Display for M. Ed. and M. S. in Business and Marketing Education

Departmental Core		M ED	N..S
ECI 560	Professional Development ¹	3	3
ECI 563	Research and Theory in Cognitive Styles ²	3	3
ECI 510	Research Applications in Curriculum and Instruction ³	3	3
Professional Business and Marketing Education			
ECI 566	Advanced Instructional Strategies in Business and Marketing Education ⁴	3	3
ECI 567	Technology and Portfolios in Business and Marketing Education ⁴	3	3
ECI 647	Practicum in Business and Marketing Education	3	3
ECI 569	Special Problems in Business and Marketing Education	3	3
Electives			
	Selected from Department, College and University graduate courses based on student's interests and career goals	6	0
Business Courses			
	Students must complete a minimum of nine hours in business-related courses. The courses can be selected from the list of approved courses below	9	9
	Other business-related courses can be taken only with the permission of the student's academic adviser.		
BUS 502	Global and Cultural Environment in Management		
BUS 530	Human Resource management		
BUS 531	Managerial Processes and Effectiveness		
BUS 532	Strategic Human Resources Management		
BUS 533	Leadership in Management		
BUS 541	Management Information Systems		
BUS 546	International Business		
BUS 561	Marketing Management and Strategy		
BUS 562	Research Methods in Marketing		
BUS 574	Management of Technology		
BUS 575	Managing for Quality		
EAC 782	Organization and Operation of Training and Development Programs		
EAC 786	Methods and Techniques of Training and Development		
EAC 789	Marketing for Education and Training Programs		
Research			
ST 507	Statistics for the Behavioral Sciences	0	3

ECI 699	Master's Thesis Preparation	0	6
	Minimum Total Semester Hours	36	39

Notes:

1. Or other approved course from Curriculum and Instruction Core, Category I: Curriculum, Professional Development and Leadership
2. Or other approved course from Curriculum and Instruction Core, Category II: Knowledge of Learners and Teaching
3. Or other approved course from Curriculum and Instruction Core, Category III: Methodological Inquiry
4. New course

NORTH CAROLINA STATE UNIVERSITY

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Cheryl P. Caddell

Initial Licensure in Business and Marketing Education

North Carolina State University

Raleigh, NC

In response to critical teacher shortages in Business and Marketing Education, North Carolina State University is developing a distance learning program for lateral entry/provisionally licensed teachers throughout the state. The overall goals of the program are to enable teachers to: (a) obtain initial licensure [Class A] in Business and Marketing Education, and (b) begin progress toward a master's degree and advanced licensure in Business and Marketing Education. This information describes some of the procedures and requirements for initial licensure via NCSU.

Description of Program

Initial licensure in Business and Marketing Education at North Carolina State University is intended for students who hold degrees in business, marketing, management, or related areas and are seeking Class A (bachelor's level) licensure in North Carolina. It is designed primarily for persons with those academic backgrounds, substantial work experience in business and industry, and who are lateral entry/provisionally licensed Business and Marketing Education teachers in local school systems.

The initial licensure program in Business and Marketing Education at NCSU is a 12 credit hour model consisting of three graduate courses in the Department of Curriculum and Instruction.

ECI 561 Curriculum and Instruction in Business and Marketing Education is offered in the Fall semester and ECI 562 Business and Marketing Education Program Management are offered in the Spring semester. Each is a three credit hour graduate course at NCSU. These courses are offered as extension courses and delivered entirely via the Internet. Offered in the Spring semester, ECI 657 Internship in Business and Marketing Education, is a six credit hour field based course with a supporting Internet seminar. Each applicant's college or university transcripts are evaluated carefully to ensure that all technical competencies for Class licensures have been addressed. While the 12 credit hour model described in this document is standard, each person's actual Licensure Plan is developed individually.

Admission and Registration Requirements

Consent of instructor is required in order to register for courses in the initial licensure program. Submission of a Graduate School application for either the Master of Science or Master of Education degree program in Business and Marketing Education at NCSU is necessary to obtain consent. Graduate School applications can be submitted electronically at <http://www2.acs.ncsu.edu/grad/>. Students do not need to be fully admitted to enroll in these courses, but they must have applications in progress.

Registration for courses is accomplished through the Office of Instructional Telecommunications, North Carolina State University, Box 7401, Raleigh, NC 27695-7401. Telephone: (919) 515-7730 FAX: (919) 515-9550. You can register for extension courses through the Office of Telecommunications at <http://www2.ncsu.edu/oit/>.

Additional Licensure Requirements

In addition to course requirements, satisfactory scores on three PRAXIS examinations (PLT, Business Education, and Marketing Education), as well as a professional portfolio based on INTASC standards (and incorporating a technology portfolio) are required for licensure.

Additional Information

To obtain additional information concerning licensure and degree programs in Business and Marketing Education, contact:

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RECORDS MANAGEMENT CONCEPTS USING MULTIMEDIA TOOLBOOK

Dr. Robert Price
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Murfreesboro, TN

Multimedia Toolbook (MMTB) is a software package that can be used as an instructional tool or a tutorial to present records management concepts. The reader-author structure of MMTB allows the author to develop information for a group presentation or for individuals who wish to review the information on an individual basis using an interactive format.

Building blocks of MMTB are pages; each page is represented by a slide. The total presentation of slides or pages is considered a book. Sound, movement, graphics, and interaction capabilities are some of the features of MMTB. A programming language titled, "OpenScript," is used to manipulate pages and material on pages. MMTB can be used to illustrate the standard methods of filing: alphabetic, subject, numeric, and geographic. Each page can be designed to include parts of the procedure for handling records such as handling and filing correspondence, creating and filing cross-references, indexing, and other important activities in handling information.

The records handling procedure can be modified to allow interaction for tutorial purposes, allowing a reader/viewer to select from a series of choices the correct procedure for a specific filing activity. Incorrect selections could transfer the viewer to a page where the viewer's error would be indicated and the correct procedure specified.

Samples of correspondence could be illustrated on pages with arrows and animation highlighting important characteristics of each piece of correspondence. Slides could contain illustrations of opened file drawers with tabs arranged for straight-line filing illustrating a specific method of filing and tab notations. Arrows and animation would highlight significant characteristics of the filing method for the opened file drawer.

Cross-reference sheets could be illustrated with the correct procedure for completion and filing. Important items could be highlighted on the cross-reference sheet. An interactive procedure using a page containing a cross-reference sheet and a page illustrating an open file drawer could be created to test the viewer's ability to file cross-reference sheets correctly. The correct cross-reference procedure for handling non-English names written in Latin script can be created using a similar method.

Another important concept in handling records is indexing. Records are usually indexed or listed in an indirect file such as a card file when one has difficulty in locating a record directly in the main file. An example of an indirect file would be a card file for listing names alphabetically where original correspondence is filed by number in the main file. In filing correspondence by number instead of name, one can construct an MMTB procedure for explaining the necessity for checking the card file to determine if a name has been entered for previous correspondence before entering the name in the accession book. The accession book is a numeric listing of names given numbers and is not an alphabetic list of names like the card file.

In conclusion, MMTB is a versatile software program package with features that are adaptable to records management concepts. Instructors are encouraged to use MMTB or a comparable

author-reader software program to make records handling procedures entertaining and easy to understand.

PREPARING TO GET ON BOARD THE "ABC TRAIN" ATTACKING VOCATS TO IMPROVE POSTTEST SCORES

Selina Riley
Richlands High School
Richlands, NC

The Vocational Achievement Tracking System has been in existence for several years, but not until the year 2001 will it be considered a part of the ABC model. Currently, many areas of the VoCATS are being reviewed to determine their alignment with the ABC model that our state has adopted. The current practice of pre-testing, the use of course testbanks for interim testing, and the use of those same banks to generate the posttest are some of the areas in review.

Regardless of the changes that may take place in the use of VoCATS, workforce development teachers across the state are excited about the opportunity to join their academic cohorts in achieving exemplary status as declared by the NC State Department of Public Instruction. Getting on board the "ABC Train" should not be a frightening experience or new idea for workforce development teachers. Strategies have been developed that will improve posttest scores and allow students to obtain mastery in that course. In the following sections, some of these strategies and tips are listed. These ideas will assist teachers in planning efficiently for any workforce development course and as a result increase student posttest scores.

Using the blueprint/testbank to plan lessons

The blueprint is an excellent tool to plan a course of study. The blueprint lists not only the course competencies and objectives but also their respective course weights. Along with the blueprint, the testbank provided for each course is an excellent tool for developing organized lesson plans. The testbank contains questions covering the content deemed pertinent by the curriculum development team for that course. After an activity has been created using the *Curriculum Builder* software, documents listing the items measured for each objective are printed. Using these printouts and testbank questions will enable the teacher to prepare a lesson outline for each objective covered on that activity. Using this method will assure teachers that the course content has been thoroughly covered during the semester, providing an excellent opportunity for success on the posttest.

Reflecting on previous year's scores

One of the best ways to increase test scores is by reflecting on previous scores. Using the "Building Objective Report," generated by the *TestMate* software, the teacher can identify each objective that has not been mastered. By pinpointing these areas, the teacher is empowered to make changes to previous lessons in order to improve scores. Due to learning style differences and the overall demographic changes in student population each semester, a teacher must use a variety of techniques and activities to accommodate students. A simple change in an activity or lecture can result in better test scores.

For more information on the "Building Objective Report" contact your VoCATS coordinator or

the person responsible for scanning posttests.

Using the curriculum guide for student activities

Curriculum guides are effective planning tools in teaching any workforce development course. In most instances, the guide provides challenging activities and resources to teach the course. In addition to transparency masters and relative handouts, the curriculum helps the teacher remain focused on the objective being taught. In most cases, a teacher will broaden his/her activities beyond the guide, but it is an excellent source for beginning teachers or first-time teachers of a course.

Using the study guide approach for review and test preparation

The testbank for each workforce development course includes every possible question that students are responsible for mastering. Using the testbank to prepare study guides and interim tests will enable students to become familiar with the style of testing used for posttests. Many teachers print the testbank contents for an objective and require the students to answer the questions for a daily grade. These study guides remain in the classroom, in many cases, in a binder. The binder is divided for each objective. The student answers the question on their own paper, leaving that answer sheet in the binders. Having been exposed to all of the possible questions for that objective, the students are clear about the test contents. At that point, the teacher can generate an interim test with a random selection of the questions in the bank. Finally, at the end of the semester, the student has a binder of questions with the correct answers to prepare for the final exam. (See the final exam review process below.)

Interim testing

Interim tests can be generated from the testbank for the course. Using scantron forms for student responses helps to prepare the student for this test format. In addition, the teacher has the ability to run reports through the TestMate software to help analyze the results of the test. If at that point the majority of the class has not mastered a particular objective, it is strongly recommended to provide additional activities that will promote student success.

Final exam reviews

Final exam reviews are excellent tools in assessing the areas of weakness for each individual student. Generating a review from the *Curriculum Builder* software will ensure that the student is quizzed on each objective. Also, during test generation, the number of items selected for each objective should match the objective weight found on the blueprint. (i.e. objective weight = 2%, then select 2 items from that objective—Note: it is recommended that you view each question to avoid duplication.) After testing is completed and scanned, a "Student Objective Report" can be generated to determine the objectives where students have weaknesses. At that point, the teacher should direct the student in the area of study and retest the following class period. A study guide of hundreds of questions from each objective can be overwhelming for students. Narrowing their study on their individual weaknesses will provide

them with a strategy for productive studying.

Summary

Student mastery in business and marketing courses is the ultimate goal of all educators. The ABC model is designed to promote student achievement. Workforce Development teachers are both excited and challenged by the opportunity to join academic teachers in the quest to create a school environment that provides critical thinking and real-life opportunities that will prepare young adults for the workforce of the new millennium.

Preparing to get on board the ABC Train will require strategic planning. Executing the plan can be accomplished using the current tools available for Business and Marketing teachers. VoCATS blueprints, curriculum guides, and testbanks have and will continue to equip teachers with the necessary resources for student success.

Overview of e-Commerce/e-Business and Its Implementation in the Business Curriculum

Brenda Hayden Sheets
Murray State University
Murray, KY

The purpose of the presentation is twofold. First, it presents a thorough overview of the nature of electronic business on the Internet, including its growth, difficulties, and examples of some of today's successful electronic businesses. The second section of the presentation is brief. It presents a second objective that is a recommendation to business educators in secondary schools to implement into their business curriculum a unit giving an overview of electronic business and directing students to simulate setting up a business of personal interest on the Internet. For example, students may choose any ethical business that would provide revenue. Some suggestions are as follows: baby sitting, lawn maintenance, domestic cleaning, or web design consulting. Other students may be interested in an on-line business that would sell and deliver popular collectible items such as beanie babies and Pokemon paraphernalia.

Included in the presentation will be a distribution of the following checklist which instructors may use as a means of guiding their students in setting up an online business.

- Determine the nature of your business (product, service)
- Decide upon a name of the business
- Research how to acquire a domain name for your commercial site
- Plan the mode of payment for product/service
- Research the procedure of credit card payment and how it is secured and kept private
- Design a few Web pages that announce and describe your business
- Use HTML (HyperText Markup Language) to add information to the Web page
- Set up a few links on one or more of the web pages
- Insert some animation, audio, or video on one or more of the web pages, excluding the first page
- Research how to advertise this business on other web sites
- Use animated images on these web pages as examples of other sites that are advertising on your site

- Set up an e-mail as a means of corresponding with your customers
- Demonstrate your simulated web business to your class
- Explain how you would advertise your business on other web sites
- Collect web sites that you used for the project

Also included for distribution will be a list of web sites that may be useful for teachers and students alike.

Tools for Planning and Designing Web Sites

Bonnie Skelton
Radford University
Radford, VA

Dr. Shelia Tucker
East Carolina University
Greenville, NC

Introduction

Individuals of all ages and organizations of all types are anxious to become part of the greatest phenomena of modern time, the World Wide Web (Web). There are over 17 million web sites on the Internet. An average of 4,000 new web pages are added to the Internet each hour. At the present rate of growth, every man, woman, and child on earth will have his or her own Internet address by the year 2006.

The tremendous fascination with the web provides an exciting opportunity for business educators to modernize the traditional business education curriculum and attract new students to business education programs. Many of the software tools for web site development are already taught in business education classes. Software tools, combined with thorough web site planning and design, make the business education curriculum an ideal place for students to acquire web development skills. The development of such skills are in keeping with recommendations cited by the Secretary's Commission on Achieving Necessary Skills (SCANS): Final Report 2000.

Web Site Planning and Design

The main goal of a web presentation is to fulfill the users' informational needs and wants. To satisfy the users' needs and wants, web sites must successfully incorporate informational content, provide entertainment, and offer a method of information exchange.

First and foremost, a successful web site provides information by answering questions such as: What is it? Where is it? Who is it? How does it work? What does it cost? How do I buy it? A successful web site must skillfully incorporate an element of entertainment. Today's web users want to find amusement, relaxation, and even diversion incorporated into the sites they visit. Two-way communication is important to today's users. They want to use web sites to buy items, request additional information, have specific questions answered, or just to interact with the site owner. To meet the demands of web site users, the following items are essential to successful Web site planning and design:

Problem/ Goal Statement

A clear understanding of what the web site is to achieve.

- What input is needed?
- What output is needed?
- What results are expected?

FOR EXAMPLE: If an instructor wants to create a course web site, this type of site normally

contains some form of output from the instructor, hyper-text throughput, and opportunities for input from the student.

Output from the instructor

- Overview of the course
- Course syllabus
- Office hour information
- Handouts
- Lecture notes/Outlines
- Slides/Overheads
- Homework assignments
- Project information
- Model papers
- Study questions
- Practice tests
- Simulations
- Instructor bio (background, research interests, personal information)

HyperText Throughput

- Links to relevant current event pages
- Links to other course-related web sites
- Links to general resources (e.g., library, writing assistance, tutors, computing resources, other student support services, etc.)
- Links to student e-mail addresses (with their permission)
- Link to class newsgroup or Web-conference

Input from the Students

- Course feedback
- Questions to the instructor
- Content-specific surveys
- Discussion questions for class
- Other?

Target Audience

A description of the intended audience and ways to learn about target audience.

- What are the demographics of the target audience?
- What information would the audience need and/or want?

- What is the best way to capture and maintain the interest of the target audience?
- What could be incorporated to attract Web surfers outside the target audience?

Information Structuring

Organizing the information to match the "mental map" of the target audience. The mental map becomes the blueprint for the Web site.

- General to specific
- Highest to lowest
- Lowest to highest
- Alphabetically
- Chronologically
- Quantity
- By a process or service

Media Analysis

The use of white space, text, graphics, video, animation, and sound to clearly convey the intended message to the audience.

- Equipment Considerations. Download time.
- Text Considerations. Layout, typography, color, typeface, type size, alignment, contrast, repetition, focal point, etc.
- Link Analysis. What intrapage, intrasite, and intersite links are required?
- Link Color. Color choices for available links, active links, accessed links. Browser settings must be considered; the goal is to be contrasting and clearly distinguishable.
- Graphics, Sound, Animation, Video, Charts and Tables. Multi-media choices that provide emotional appeal.
 - Photos, drawings, cartoons - a personal touch
 - Animation, audio, video - attract users through movement
 - Tables and charts - simplify complex data
- Will multi-media choices be created or taken from existing materials?
 - Copyright Considerations

Story Boarding Web Sites

- Flow Chart
- Page Diagrams

Maintenance Support Plan

- All information has a limited life span of usefulness.
- Vision of expanded Web site over time.
- Addition of new technologies.
- Keeping site freshness.

Testing/Review of Site

- Is the design and content appropriate for the audience?
- Are there any elements not pertinent to the subject matter for the audience?
- Is the text clear, concise, free of errors, and organized logically?
- Do all the pages download evenly and fairly quickly?
- Do all the links work?
- Does all added programming function correctly?

Useful Web Sites

The World Wide Web itself provides a wealth of Web planning and publishing tools. It provides an excellent resource for locating demographic characteristics on almost any type of target audience and researching the on-line activities of competitors. A wide assortment of backgrounds, graphics, animated gifs, and audio and video clips are provided at sites that can be used freely in Web site design. Many sites offer tips for both individual and organizational Web site design, tips for attracting and keeping surfers, and tutorials for creating effective web sites. Sites are available to critique site design and offer suggestions for improvement.

Software Tools

Not too long ago, developing successful Web sites was a very time consuming and often frustrating task. It required many hours of coding and testing using HTML (HyperText Markup Language). Many organizations and individuals often hired computer programmers to create and maintain their Web sites. Newer versions of applications software, such as Microsoft Office 97 and Microsoft Office 2000, incorporate HTML conversions that make it much easier to create Web documents. Applications software, when coupled with Web development software, such as Microsoft FrontPage, makes Web site design so user friendly that individuals and organizations can design and maintain Web sites with little or no help from professionals.

Conclusion

Using computers in the classroom is a powerful motivator for students. Web site development provides an exciting new teaching resource and an ideal opportunity for business educators to strengthen the technological literacy and employability of their students.

Course Technology's Blackboard vs. HTML: Online Instruction as it Advances into a New Millennium

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Scott Williams
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Greenville, NC

Krystie Grubb
Koz.com
Durham, NC

Introduction

Innovations are adopted at different rates for different groups of people (Rogers, 1995). One innovation that is rapidly changing the way instruction is delivered is the Internet. Today, many courses are offered on line at the university level. Some high schools are beginning to utilize on-line instruction in order to add options for high school students (Knaub, 1999). Further, innovative representatives, such as Senator Bob Kerrey (D-NE), have secured federal funding specifically for the development of web-based education at the secondary level (Daehn, 1999). Thus, online instruction will soon be a vital part of course offerings at many secondary schools.

For more than 50 years, East Carolina University has used many innovative technologies in order to enhance instruction. In the 1930's the automobile was used to deliver distance education, followed by the use of television in the 1950's. Today, ECU has become an innovator in using the Internet and other emerging new technologies to offer on-line instruction. The following paragraphs detail some of the methods in which East Carolina University has traditionally offered on line instruction and what East Carolina University is doing in the forefront of this new instructional medium.

The eCollege System

The eCollege system enables instructors to create rich opportunities online for student/student and instructor/student interaction and collaboration. This system incorporates asynchronous communication features such as Threaded Discussions, E-mail, and a Message Center. Synchronous communication is accomplished through use of the Chat Room, which allows for communication at the same time between student/student and student/instructor. Two features that allow certain resources to be shared are Webliography, which provides access to course-related web sites, and Document Sharing. Document Sharing allows documents to be uploaded or downloaded for other people in the class to share. Additional tools provided by eCollege include a Gradebook, Quiz/Exam manager, and Notebook. Notebook allows learners to take personal notes and store them online. A Journal allows the instructor to view and edit the work of students.

Technical requirements include having Windows 95, 98 or NT; 75MHz Pentium or faster processor (required to view video); 16 MB of RAM or more (if Netscape Navigator or Internet Explorer 4.0 or higher, 32 MB of RAM is required); 28.8 kbps modem or faster; sound card; and speakers. You will also need an Internet Service Provider (ISP), an e-mail account, a

Web browser, and real player software.

Course Technology's Blackboard

Blackboard (www.blackboard.com) is a for-profit corporation that provides a web presence for K-12 schools, universities and colleges. Founded in 1997, it was developed as a service to instructors wanting to add an on-line component to their existing classes. Their service includes a free (very basic) 5 megabytes of available server space. As an option, teachers may purchase 10 megabytes or more of space for \$100.00.

Blackboard fully supports synchronous (live/real-time) communication between the teacher and student via chat and whiteboard applications. Naturally, asynchronous (not real-time) communication is fully supported. System requirements for Blackboard are minimal. The classroom teacher needs, at minimum, (a) an Internet connection and (b) an email account for both the teacher and all students. Suggested hardware requirements for a server to handle Blackboard applications are a 300 MHz Pentium II processor or faster, 256 megabytes of RAM and a 4 Gigabyte hard drive. Actual classroom requirements are much less—the ASIP 2000 web site is currently being viewed on 200 MHz Pentium II processors. No complaints have been voiced by students concerning processor speed.

Schoollife.net

Koz.com's schoollife.net is another for-profit corporation that provides a web presence for educators from K-12 through the postsecondary level. Schoollife.net supports both synchronous and asynchronous communication. System requirements for schoollife.net are minimal. All that is required are a 60 MHz Pentium I processor and 16 megabytes of RAM memory at the classroom level. Naturally, faster processors and T1 lines would speed up access to the Internet substantially. Service and support by schoollife.net staff is excellent.

HTML

A free method of delivering on-line courses is by programming all text in HTML code. Dr. Ivan Wallace and Mr. Dave Parke of East Carolina University originally developed a pilot program in conjunction with Pamlico Community College. This method uses raw HTML code for the text-based medium, and Realplayer as a means of delivering audiovisual messages. Homework and data files are transferred to and from students by FTP accounts set up on a department-provided server. As backup, files can be attached via email in case of server problems. The main benefit of this approach to online instruction is the cost. All software is shareware—so the initial cost of starting a web presence for courses is limited to the cost of the server itself. This method is somewhat more labor intensive than other services mentioned in this text—and there is no technical support other than the author's ingenuity and troubleshooting skills.

Suggestions for Getting Started

1. Get started soon. Many progressive-thinking high schools have already developed an on-line presence.
2. It is best if on-line courses can be "pilot-tested" with a small, manageable class and then enhanced as "bugs" are worked out.
3. Find a friend who is already involved with on-line instruction. He/she can make the transition from traditional instruction to on-line instruction easier.
4. Consider your time and energy constraints. Develop the lesson and enhance the instruction over time. On-line courses take much longer to develop than traditional classroom courses.
5. Consider staff development time with local workgroups and computer clubs. They can provide free, valuable advice concerning layout and design of your course.
6. Student familiarization with all technological procedures is essential. Don't forget to teach the web presence first—because students must first master the technology in order to access your course content.
7. The initial contact and rapport between instructor and student are essential. Ensure that you make email or phone contact with each student. Many times students aren't aware of how to log on to your course.

Conclusion

The preceding paragraphs highlight a few of the more popular packages designed to teach students in an on-line format. East Carolina currently offers more than 175 on-line courses and is dedicated to providing quality instruction via the Internet. High schools are beginning to use on-line instruction as a method of allowing students access to previously unavailable educational opportunities. The time to start an on-line presence is now!

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Collaborative Learning in Business Communications: "The Whole Picture"

Dr. Sarah Wallace
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Even in this age of advanced technology, the two skills considered necessary, even vital, for success in business today are communication and interpersonal skills. Both of these skills are at the top of the list of required qualifications found in most employment ads, and the lack of these skills is the cause of most problems within a business. Therefore, to help our students be prepared to communicate and interact effectively, we must provide as many opportunities as possible to help them develop these skills.

A business communications course offers many opportunities to develop interpersonal skills through collaborative activities. The "team" or "group" approach can be used in short, simple writing assignments to more complex projects. One example of a simple activity involves teams rewriting sentences/paragraphs, focusing on the specific techniques for business writing. This type of exercise allows students to reinforce understanding and application of the "C's" of business communication (conciseness, completeness, concreteness, consideration, courtesy, correctness, clarity, coherence) by hearing other students' interpretations and sharing and comparing their own. A higher level activity would involve teams writing a business letter. Decisions would have to be made about the audience, background and details of the situation, organization, necessary data, and tone. Team editing would also be a requirement.

A more complex project can be used to demonstrate the "whole picture" approach to business report writing. Solving a problem in business requires insight; planning; research; strong communication skills, both written and oral; and often teamwork. Although textbooks normally present a step-by-step format, students need to view the "whole picture"—how the steps blend to produce a business report that delivers an effective message to the audience. The "survey project" requires a collaborative effort to take a problem from beginning to end using primary research in gathering data to form conclusions and recommendations. Although I continue to refine and develop this project, the potential exists for growth in directions I have not yet explored and for adaptation in courses other than business communications.

Collaboration will continue to link problems to their solutions in business, and, with our continued efforts, our students will more easily adapt to those collaborative environments.

STRATEGIES FOR ELIMINATING STRESS FOR CLASSROOM TEACHERS

Dr. Clarence White
Radford University
Radford, VA

Dr. Randall Wells
University of Louisville
Louisville, KY

The profession of teaching is a demanding and challenging one. Unlike the time requirements for some career options, teaching often requires working evening or weekend hours. As dedicated classroom teachers strive to be the "best that they can be" for their students, stress is often created. Just as new teachers develop survival skills to cope with the problems they face in the classroom, all teachers need to employ strategies that can help eliminate possible stress. Not surprisingly, some of these skills and strategies are one and the same.

Any problem area has the potential to become a stressor for the classroom teacher. Some of the following topics are being presented in an effort to help teachers think of ways to be effective while keeping stress at a minimum.

Classroom Management and Discipline

Practicing good classroom management techniques and being in control of the learning environment are necessary for learning to take place. The absence of these will definitely create stress for teachers. The mere fact that there are rules to go by and consequences for not following those rules provide any teacher with a foundation to begin the school year. Every classroom should be one in which mutual respect exists between the teacher and students and one with an inviting, supportive, and positive atmosphere.

Sense of Humor

Humor can be an effective tool to reduce stress. Teachers need to have a good sense of humor in the classroom. This is probably one of the most effective skills that teachers should possess. Teachers often take their teaching too seriously and forget to look for the funny side of things. Teachers will feel better if they are more relaxed and able to handle the serious side of life. Laughter sometimes may be the best medicine.

Positive Attitude

The attitude that teachers exhibit should be positive, supporting, and confident, without seeming to be too aggressive. Attitude should give other faculty members, administrators, and students a positive feeling about teachers' contributions to the school. Do not forget that enthusiasm is contagious! Teachers with positive attitudes think about what is good for the students, respect their opinions, never make excuses or complaints, and are willing to change.

Listening Skills

The skill of listening is the first step in good communications. It is a skill teachers need to practice as well as a skill that students should be taught. There are times when the teacher should stop talking and be a patient, emphatic listener who is genuinely interested in what the student has to say. Too many times students feel intimidated and ill at ease until they realize their contributions are valued.

Professional Development, Leadership, and Mentoring

Many teachers are required to participate in professional development activities for their school district. This can create an added burden for those whose calendar is already full. Teachers should never feel that they are working all alone. There is a tremendous amount of support in local, state, regional, national, and international organizations. Not only is there support from other professional colleagues but there is also an opportunity for involvement. In our changing business world, teachers need to take an active role in leadership. Participation in professional organizations keeps you up to date in your classroom practices and keeps you in touch with important contacts such as exhibitors. Mentoring is another common practice that helps individuals grow professionally. Having someone assigned to "show you the ropes" helps eliminate some of the worries of having to "go it alone."

Knowledge of Content and Technical Skills

Recent changes in some teacher education programs have brought teachers to the classroom with a stronger knowledge base and better technical skills. Some programs now require a bachelor's degree in the content area prior to admission to a master's program where the professional education is pursued. Teachers who are strong in their content usually feel more comfortable in their lesson presentations. They can then concentrate more on strategies and techniques for effective student learning activities. Doing a great job will eliminate stress.

Motivation

Any teacher can become stressed trying to motivate students. Individuals are said to be motivated if they are doing or exceeding what is expected of them. Thus, motivation is that which energizes, directs, and sustains behavior. Teachers should make their students want to do well by appealing to students' interests, challenging and guiding students, and helping students develop pride in their work. Teachers should be motivators—not demotivators. Achieving this goal would be a major step in curbing potential stress.

Summary

This list of strategies is by no means a complete one. There are many other strategies that

teachers should consider as they focus more on being effective and less on being stressed.

Student Designed Software Application Projects

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In an attempt to get away from tutorials and published computer applications, projects are designed by the instructor with the help of students. These projects contain a few hints but are not written in the tutorial mode which is so popular with publishers of software application texts. It is believed that students rely too heavily upon tutorial instructions without really learning the processes. Granted, certain types of learners prefer and learn well with intricate instructions; however, when out in the workforce, these same students may be stumped by employer projects that require initiative and creativity. In an effort to encourage creativity, projects are designed by the professor with a minimal of minute instructions. Some students found this method to be frightening, but they quickly became acclimated to designing a spreadsheet or graph, for example, that functions well and is attractive.

Over time, the projects are massaged for clarity and changed to be more demanding since students are starting earlier and earlier using computer applications; furthermore, their skill levels are more and more advanced by the time they get to a Junior level college class. Most of the original projects used in 1996 have been totally replaced. Another reason to change and replace projects is to avoid new students copying completed projects from previous semesters.

At the end of each semester, students are required for 15 percent of their final grade to design a high-level project that involves a function of the four types of software used in class that had not been demonstrated or used in class or in lab projects. Many students do not know where to start; however, detail is avoided so as to encourage creativity on the students' part. Students design a project using real data from work or fabricated data. They manipulate the data in some manner. Most are encouraged to look at the examples that are used in the help section for each function.

A grading template is given to the students ahead of time with examples of good projects from past semesters. The best final projects are incorporated into the required lab projects for the subsequent semester. An example of the projects and the template can be found on the web page www.lrc.edu/bus/bus320.htm.

One of the best student-designed projects teaches the value of compound interest while demonstrating the FV, future value, function in Excel. While this project may not be complex, it is creative, and the results are quite shocking to the students. The project follows.

Two brothers choose two different investment strategies. Larry started saving \$40 biweekly through auto paycheck savings deductions at age 21. Larry stopped saving at age 28 (7 years total). He did not touch his savings until age 65. His brother, Michael, started saving the same amount biweekly at age 28 and continued saving to age 65 (37 years). Both brothers averaged an annual return of 13%. Before figuring the value at age 65, write down your idea of estimated value of both brothers' savings plans. Design a spreadsheet, and use function keys to determine the value of their ending investment. Hint: For Larry's investment, you will need to use two functions, one until age 28 and another function from age 28 till 65. Look at the examples of financial functions under the help key for each financial function. Turn in your

estimate and the spreadsheet with the value of investment tactics for both brothers at age 65. Print a copy of the equations.

As it turns out, the brother who saved earlier for only seven years ends up with more savings, \$1,434,565, than the brother who started saving seven years later but saved for 37 years.

Evening students often design work-related projects which lend reality to the value of software applications for both traditional and nontraditional students in the class. Many discuss the implementation of their projects when presented to management. Another bonus is that the instructor becomes familiar with functions that have never been learned or demonstrated which increased the professor's skill level.

Students are required to give to the rest of the class a short PowerPoint presentation which describes their project and then smoothly goes into the software program used to demonstrate how to set up and use the functions identified. The class becomes familiar but not skilled with this function. If they ever foresaw a need to use what is demonstrated, at least they would know where to start. Students are required to write a one-page description of their project; turn in a printout, six to a page, of their PowerPoint slides; and turn in their printouts on the software they are demonstrated with equations where appropriate.

In conclusion, it is exciting to view the creativity on the part of students. In addition, everyone becomes familiar with more functions of the various software used in class. Finally, student projects are incorporated into lab projects for subsequent semesters, which is motivational to future classes.

PERCEPTIONS OF AN ON-CAMPUS/ON-LINE AND AN OFF-CAMPUS/ON-LINE INFORMATION PROCESSING COURSE.

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The purpose of this study was to determine whether differences in attitude and subject characteristics existed between two sections of students who completed an *information processing* course that was offered on-campus/on-line and off-campus/on-line. The null hypothesis associated with this study—*Regardless of the location of student learning--on campus or off campus—a significant difference will not exist in selected criteria on student performance when a selected course is delivered via distance learning/electronically*—was investigated. With final adjustments and a Cronbach alpha coefficient of .87, the survey instrument was deemed appropriate for obtaining valid and reliable information.

Data were collected from both sections of the *information processing* course--on campus/on line and off campus/on line--on the night of the students' final examination. A statistical test for categorical data known as the Chi Square Test of Independence was used to determine if a significant difference exists in selected criteria and to test the null hypothesis. Based upon the data collected, the null hypothesis was accepted.

As education moves into the 21st Century, fixed timetables of classroom lectures will not be the preferred mode of learning. As positive answers to the research questions about on-line education accumulate and with ongoing evaluation used as a means of improving online courses, perhaps more educators will agree that teaching and studying at a distance is an effective educational strategy.

THE IMPORTANCE OF TECHNICAL COMPETENCIES FOR BEGINNING SECONDARY BUSINESS TEACHERS IN VIRGINIA

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The purpose of this study was to determine the degree of importance of each of the curriculum competencies in the *National Standards for Business Education* (NBEA, 1995) for the successful performance of beginning secondary business teachers in Virginia as perceived by experienced and inexperienced business teachers. The standards consist of 102 competencies in the 11 subject areas of business education.

The questionnaire used in the research study was an original survey instrument developed by the researcher after a review of the literature did not reveal an instrument that could be used with the NBEA document. The survey instrument was mailed to a sample of public high school business teachers in Virginia who were systematically selected from an available population. Results from the demographic question on the survey resulted in the identification of 161 experienced business teachers and 18 inexperienced business teachers.

Means, standard deviations, and *t*-tests were used to describe the data. The competencies were rated with a five-point Likert scale. All competencies were rated as having either essential importance, above average importance, or average importance. Of the 102 competencies, experienced business teachers identified 11 as having essential importance, 86 as having more than average importance, and 5 as having average importance. Inexperienced business teachers rated 11 competencies as having essential importance, 87 as having more than average importance, and 4 as having average importance. When comparing the experienced and the inexperienced teachers' lists of rated competencies, 9 competencies rated as having essential importance were the same for both groups, and 3 competencies rated as average were the same for both groups. When comparing the overall content areas, no significant differences existed between the perceptions of the experienced business teachers and the inexperienced business teachers.